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ABSTRACT

The material development needs for the Southeast Asian languages are analyzed as follows: (1) both student and reference grammars must be produced; (2) student and reference English-Foreign Language dictionaries are needed; (3) research is needed in sociolinguistics, semantic analyses, linguistic surveys; (4) elementary, intermediate and advanced teaching materials are lacking in primary and secondary languages; and (5) teaching facilities and centers for the study of these languages are lacking. A report from the conference held in 1959 at the American Council of Learned Societies is also furnished here, with its determination of needs and recommendations for research. Requirements included basic language courses, graded readers, reference grammars, orthographic systems, student dictionaries, instructional tapes, area handbooks and other resources. General recommendations for programs to develop neglected languages were outlined, and specific needs for Burmese languages, Thai, Lao, Cambodian, Vietnamese, Indonesian languages and Tagalog were detailed. (CHK)

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Conference on Uncommonly Taught Languages
(Office of Education)
October 1974

WORKING PAPER: SOUTHEAST ASIAN LANGUAGES, high priority materials development needs.
(R. B. Jones, Cornell University)

The first conference on Southeast Asian languages in relation to the NDEA was convened at the ACLS in 1959. The report of that conference, along with others, became the basis for the later conference which resulted in the Fife-Nielsen report with its general recommendations. (Copy of the ACLS report is attached for reference.)

The ACLS conference was , properly for the time, concerned mostly with basic (ie., elementary) teachimg materials for the primary languages of the area. The past fifteen years has seen considerable accomplishment at this level, though there are still important gaps which must be filled. It would thus seem appropriate that the present conference give some emphasis to the sequencing of intermediate and advanced materials which are still largely or wholly lacking for many of the primary languages of the area, and to the needs regarding secondary languages. There are, of course, other matters which require attention as well and to facilitate deliberations the following outline of topics is offered. No necessary priority is implied by the ordering and, of course, it may well be that other topics will emerge in the final ordering of priorities which should result from this conference.

I. General.

1) Grammars. Distinction has been made between student and reference grammars. The distinction may need clarification. In any case there is to date only one which can qualify as a reference grammar, and none which qualify as student grammars however defined. (Other studies which are available fall somewhere in between, or outside, these two.)

2) Dictionaries. The student/reference distinction has also been made for dictionaries and may also need clarification. Adequate Eng./FL dictionaries do not exist for any languages of the area (though one for Indonesian is in press). Adequate FL/Eng. dictionaries are still lacking for Burmese, Cambodian, Tagalog.

3) Research.

a) Sociolinguistic, especially in relation to III. b and IV. c below.
b) Semantic analyses, possibly the single most important lack in general and in relation to teaching materials.
c) Linguistic surveys, as related to III. d below, and to secondary languages, especially as they cut across national boundries.

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II. Elementary level teaching materials.
Graded readers are still lacking for Burmese, Indonesian, Tagalog. With some others there of some problems of integration with elementary spoken courses.

III. Intermediate level teaching materials.
a) Readers - lacking for Burmese, Tagalog, Vietnamese.
b) Spoken language courses. No such materials exist for any language nor have they previously been considered. Should receive a high priority if we would aim toward developing even reasonably high competence in speaking. Would require considerable research as models used at elementary levels are unsuitable and no other models have been developed.

IV. Advan level teaching materials.
a) Readers - available only for Thai.
b) Literature - materials available only for Thai.(?)
c) Spoken language materials - none. (Cf. III.b).
d) Linguistic Histories - handbooks for the general student as well as the specialist are needed for all the languages.

V. Secondary languages.
Require consideration in relation to all the above topics.

VI. Teaching facilities. Consideration should be given recommendations 11, 12, 13 of the Fife-Nielsen report. No. 11 commends the Yale University Institute of Far Eastern Languages and recommends that others be established: Yale's is defunct and no others have been established. No. 12 recommends the establishment of language and area centers abroad: none have been in SEA. No. 13 calls for, among others things, "permanence of programs" !

Such matters as are included under I. above require really only linguists, time, and the necessary funds; all others require students as well! What shall be recommended regarding the present paucity of students?

A SURVEY OF PERSONNEL, MATERIALS AND PROGRAMS FOR THE TEACHING OF SOUTHEAST ASIAN LANGUAGES, DETERMINATION OF NEEDS, AND RECOMMENDATIONS FOR AN APPROPRIATE PROGRAM OF RESEARCH

Report of a Conference at the American Council of Learned Societies

December 17-18, 1959

Present:

W. Norman Brown (University of Pennsylvania)

William S. Cornyn (Yale University)

Isidore Dyen (Yale University)

Austin Fife (Language Development Section, Office of Education) - first day

Mary R. Haas (University of California at Berkeley)

Rufus Hendon (Foreign Service Institute)

Cecil Hobbs (Library of Congress)

Elinor Horne (Yale University)

Shirley Duncan Hudson (ACLS)

R. B. Jones (Cornell University), Chairman

Laurence C. Thompson (University of Washington)

Donald C. Walsh (MLA Foreign Language Program Research Center) - part of one session

In preparation for this conference, Mr. Fife had assembled the materials on Southeast Asian languages thus far available to the Office of Education and had prefaced these with an outline of possibilities for language development in this area with the assistance of the National Defense Education Act. During this year $4,000,000 is available, as defined in the language of the Act, ". . . to make

studies and surveys to determine the need for increased or improved instruction in modern foreign languages and other fields needed to provide a full understanding of the areas, regions or countries in which such languages are commonly used, to conduct research on more effective methods for teaching such languages and in such other fields, and to develop specialized materials for use in such training, or in training teachers of such languages or in such other fields." The appropriation for next year will be only half as large.

In expanding this outline, Mr. Fife made the following pertinent points:

1. The operational procedure of the Language Development Section of the Office of Education is to work through contractual arrangements rather than by means of direct grants.

2. Whenever feasible, the LDS prefers to enter into major long-range contracts with suitable organizations which will, in turn, sub-contract with individuals.

3. Two kinds of contracts are possible: (a) those made for an eighteen-month period after the date of the contract; (b) those which extend beyond the eighteen months for an additional year, subject, of course, to Congressional appropriation.

4. Under the contracts provision may be made for equipment: (a) expendable equipment which may be purchased in cash; (b) permanent equipment which can either be rented or bought by the contracting institution and leased to the Government.

5. At the present time publication is limited to duplication for testing and other experimental purposes.

6. Consideration can be given to the possibilities of foreign travel for needed exploratory field work or of the importation of an informant if none is otherwise available.

7. Primary contracts must be with U.S. citizens, but sub-contracts may be made with non-citizens.

Following Mr. Fife's presentation, the Conference turned its attention to a list of suggestions for a Materials Development Program for the "Neglected" Languages. There was general agreement on the following priorities although it was recognized that these might vary with different languages.

A. Minimum requirements

1. Basic course*, oriented toward the spoken language and designed for the adult student.

2. Graded readers

Here, much variety is possible, but care must be taken to give a proper picture of the culture. The compiler of the graded reader has a choice between using original or adapted material, the latter building consciously on the student's spoken knowledge. The decision will vary among languages, in part because of the differing degrees of complexity in the writing systems.

Also needed for many languages are teaching materials for the classical as opposed to the current standard forms of the languages. Such readers could be drawn from both the prose and poetical literature.

3. Reference grammars

These are of two kinds: (a) a descriptive analysis of the

*This was defined as "the salient features of the language with enough substance to make it real." It might consist, therefore, of the first 20 units of an intensive course (i.e., a course requiring 30 hours a week for 12 months).

target language to precede the construction of other tools; (b) an indexed description of the language for student review and reference which is in effect a reassembling, with increased exemplification, of everything the student has learned.

4. Orthographic systems

5. Student dictionaries

These should be keyed to the basic course that the student has used. In their construction most word counts based on literary sources are useless. Newspapers, radio broadcasts, and tapes provide much more suitable vocabularies. In many cases these dictionaries should come between the basic course and the comprehensive dictionary. The emphasis must be on modern usage because of the substantial changes in many of the languages since the war.

There is also the possibility of providing interim materials in the form of annotated collections of readings with glossaries, similar to those for Spanish and French which have been used for generations.

6. Tapes

a. Those directly useable for instructional purposes. Some of these should go with the basic course or with the first reader. These should be made available at the same time as the written materials. Their production can be included in the contract.

b. "library tapes of the modern standard idiom of sufficient linguistic and cultural depth and breadth to serve as a reservoir for linguistic and cultural analysis."

Mr. Fife reported on a potential source of tapes -- a commercial firm with world-wide connections which is prepared to produce tapes in foreign countries according to specifications set up by individuals or institutions. A pilot program in Italy is being conducted under an NDEA contract. Should production of such tapes in other areas prove feasible, this portion of the operation will be handled separately and provision for it need not be included in the language materials contracts.

B. Desirable but of lesser priority

1. Area handbooks

2. Various resources for a knowledge of language and/or area not directly related to an instructional program but useful to the operations of a Center (films, tapes, documents, scholarly production about language and/or area, dialectology, philological studies, etc.).

Before considering each of the Southeast Asian languages separately, the Conference agreed on certain basic recommendations:

1. Letterpress publication should be regarded as a legitimate part of a contract. This is essential (a) for reasons of national prestige since many of these materials will have an overseas audience; (b) for administrators and teachers who hesitate to introduce a new text if there is no guarantee of continued availability; (c) for the author whose own research deserves the recognition that only publication can give it.

2. An integral part of any program to develop a neglected language must be support for informants. Preferably this should be in terms of fellowships which would assure sufficient time for the informant to meet degree requirements in his own field as well as to cooperate with the production of

language materials.*

3. Administrations must be encouraged to recognize the accomplishments of trained linguists who are devoting their time to the preparation of materials in the neglected languages. The inability of administrators to differentiate between linguistic scholars and their informants damages any program for the production of language materials since it removes such scholars from the normal promotion process. Applications for Centers should reflect an awareness on the part of the administration and of the sponsors of the Centers that participants are an integral part of the normal academic community; no participants should be included who are not capable of regular academic employment.

4. If at all possible, projects in Southeast Asian languages should be contracted for initially by the American Council of Learned Societies. It was recognized that this arrangement would be possible only if the question of overhead could be resolved. Should the ACLS accept this responsibility, it would be assured of the continued cooperation and advice of the group present at this Conference.

5. In the preparation of any program relating to the languages of Southeast Asia the Chinese minority groups in the area should not be overlooked. Since the languages of the Chinese populations vary from area to area, it is essential to have continuing advice and to recognize the importance of having these materials produced.

6. The Conference recommended that Tibetan be considered at either the Conference on South Asian Languages or the Conference on Far Eastern Languages. In making this recommendation, the Conference recorded its appreciation of

*This provision would ameliorate the shortage of informants throughout the year in such languages as Burmese; it would also make possible wider course offerings during the summer and enable scholars to work on language materials in the summer months when informants are normally unavailable.

the importance of this language and area.

7. The procurement of necessary materials from foreign areas should be recognized as a legitimate part of any contract for the preparation of materials.

8. The Conference strongly recommended the holding of a Conference on the preparation of dictionaries which would bring together persons who have had experience in this field and those who may be planning such activities in the near future.

9. The Conference agreed that some provision be made in LDS contracts for basic research with no product necessarily involved. This is important in cases where research has already been started; new basic research may be more difficult to defend but should not be written off.

10. Based on the general recognition by Conference participants that the number of students interested in Southeast Asian languages was decreasing, the Conference urged that attention be given to ways of motivating student interest (e.g., fellowship assistance, and increased emphasis on career possibilities for the language specialist).

THE LANGUAGES OF BURMA*

Burmese

A generalization is that the textbook situation with regard to Burmese "is not serious, but is not good."

1. Basic course

   Spoken Burmese (William S. Cornyn) with Books I and II and accompanying recordings, made during the war and currently available from Henry Holt. A Guide's Manual was also prepared at that time.

2. Graded reader

   Burmese Chrestomathy (William S. Cornyn), published by the ACLS (1957)

3. Reference grammar

   Outline of Burmese (William S. Cornyn)

4. Orthographic system

   The Burmese Writing System (R. B. Jones, Jr. and U Khin), published by the ACLS (1953)

5. Student dictionary

   Burmese Glossary (William S. Cornyn and John K. Musgrave), based on newspapers and modern materials (published by the ACLS, 1958), can be used together with Judson which is good for the old language.

   A comprehensive Burmese dictionary is now on cards. Upon completion, the Yale Press will publish it with a subsidy. NDEA assistance is possible for the preparation of the dictionary.

Immediate needs:

A revised edition of Spoken Burmese with tapes.

*See accompanying report by William S. Cornyn

Secondary needs:

1. Adequate area handbooks are needed, preferably compiled by an anthropologist. These should be of two kinds; (a) a cultural introduction from the point of view of the presentation of language materials, and (b) larger comprehensive handbooks.*

2. There is also a need for two types of bibliographies: (a) a selective bibliographic listing under certain categories, and (b) an annotated selective bibliography. It was suggested that such bibliographies might be most efficiently prepared by the Library of Congress.

Qualified personnel

William S. Cornyn (Yale University)

John W. Musgrave (Yale University)

R. B. Jones (Cornell University)

Marvin Brown (Cornell - Kent?)

N. C. Bodman (Foreign Affairs Institute)

Miss Ballard (Baptist Mission in Rangoon) - qualified, but probably not available.

There are other qualified persons at the School of Oriental and African Studies (University of London), but there is doubt that they would be interested.

Shan

The immediate need is for basic research that would result in a reference grammar, a descriptive analysis, and a student dictionary.

The basic course is a secondary need only. There would be no students and the language can be approached through Thai.

The orthography is difficult since the language is written in Burmese. The

*It was the concensus of the Conference that in the rewriting of the HRAF area handbooks, presently underway, these are being condensed to the point of error.

Shan Government is now engaged in reforming the writing system.

Qualified personnel

Sören Egerod (University of Copenhagen)

Li Fang-kwei (University of Washington)

R. B. Jones (Cornell University)

Marvin Brown

N. C. Bodman (Foreign Service Institute)

Eugénie Henderson (School of Oriental and African Studies, University of London)

Karen

Karen is similar to Shan in importance.

The immediate need is for the revision of one or two existing dictionaries. This might well be accomplished through a contract with the Christian Literary Society in Rangoon.

Miss Ballard (Baptist Mission in Rangoon) has prepared a basic ~~grammar~~ course which is adequate for the demand, the latter being largely from missionaries.

R. B. Jones' Karen Grammar is to be published during the coming year by the University of California Press.

A basic course is only a secondary need.

Qualified personnel

John W. Musgrave (Yale University)

R. B. Jones (Cornell University)

Eugénie Henderson (School of Oriental and African Studies, University of London)

Kachin (Jinghpaw)*

Immediate needs

a. Revision of Hanson's dictionary

b. Completion of Cornyn's unfinished description of Kachin for which an informant is required. None is presently available.

Qualified personnel

N. C. Bodman (Foreign Service Institute)

Robbins Burling (University of Pennsylvania)

William S. Cornyn (Yale University)

Eugénie Henderson (School of Oriental and African Studies, University of London)

Chin

There are many dialects of Chin. The Government is trying to get someone to standardize the language and prepare primary textbooks, but there are political difficulties in achieving this end.

Qualified personnel

Theodore Stern (University of Oregon)

Robbins Burling (University of Pennsylvania)

William Bright (University of California at Los Angeles)

Gordon Luce (Professor of History, University of Rangoon) has Chin materials in London ready for publication.

Mon

H. L. Shorto (School of Oriental and African Studies, University of London) is working on Mon, particularly as it is related to the production of a reference grammar and to a dictionary project.

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*Jinghpaw is preferred by native speakers.

With regard to Burmese languages in general, R. B. Jones spoke of the importance of the linguistic survey project of Burma which he had originally outlined in December 1958. This survey had been envisaged in terms of sponsorship by the Southeast Asia Program of Cornell University. It would utilize a total of eight linguists over a two-year period. Gordon Luce of the University of Rangoon would have a pivotal place in this program, and his advanced age adds urgency to its initiation and completion.

LANGUAGES OF THAILAND*

Presently available for Bangkok Thai/ are:

Spoken Thai (Haas and Subhanka), published with recordings (Henry Holt).

This needs revision but has secondary priority. The FSI has 12 units of a basic course by Richard Noss, 8 of which have been reproduced. Mr. Noss hopes to continue with this work, which includes conversation with extensive drills and an elaborate pronunciation build-up for the writing system. Graded writing exercises are being built up, geared to the writing system and based on Haas and Noss.

Thai Reader (Mary R. Haas), published by the ACLS (1954)

The FSI also has a comprehensive beginning reader which is presently in handwritten form; it is to be reproduced in a printed version.

Thai Vocabulary (Mary R. Haas), published by the ACLS (1955)

Thai System of Writing (Mary R. Haas), published by the ACLS (1956).

This has recently been revised without exercises.

An immediate need is the Student Dictionary which extends beyond the Vocabulary accompanying the Reader in that it includes newspaper terms and those needed to read social science materials. This is in process of compilation at the University of California.

The Thai have a number of dictionaries -- including a Government dictionary giving recent spelling revisions and a three-volume English-Thai dictionary. These do not give the idiomatic Thai expressions needed by the English-speaking student.

There is no Thai reference grammar. Noss's dissertation (a Thai grammar) which he wants to revise before publication, would be published in temporary form

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*See accompanying report by Mary Haas

/Present usage favors Thai over Siamese as the name of the language, but there is no objection to the latter.

as a reference grammar.

Secondary, long-range, needs:

a. A Thailand-centered linguistic survey

b. A history of Thai literature

William Gedney has been working for three years on this work and is now in Ceylon for two years. Such a history is needed for all areas of Southeast Asia. It would be useful, among other things, for comparative literature courses or for Asian literature in translation.

c. Bibliographies similar to those needed for Burma

Qualified personnel

Mary Haas (University of California)

R. B. Jones (Cornell University)

Richard Noss (Foreign Service Institute)

Rufus Hendon (Foreign Service Institute)

Samuel Martin (Yale University)

William Gedney (New York State Teachers College) - now in Ceylon

Li Fang-kwei (University of Washington)

Edward M. Anthony, Jr. (University of Michigan)

Roderick Hemphill

E. H. S. Simmonds (School of Oriental and African Studies, University of London)

Eugénie Henderson (School of Oriental and African Studies, University of London)

Marvin Brown

Mrs. Joanne Gillette Hankins (P.O. Box 465, Hong Kong) - lived in Thailand from 1953-1958; perhaps the best non-Thai Thai speaker.

George Grekoff (University of California)

LAOS

Immediate needs

1. Descriptive analysis of Lao
2. Student dictionary
3. Description of the Lao orthographic system
4. An etymological glossary of Thai dialects.

Li Fang-kwei has a great deal of Thai material, largely from South China. The work on this is nearly completed and should be pre-published as a pattern for similar studies. It needs to be pushed immediately.

Qualified personnel

G. E. Roffe (Vientaine, Laos)

John S. Alden

William Smalley (Valhalla, New York)

Li Fang-kwei (University of Washington)

all persons on list of Thai competencies

CAMBODIA

Immediate needs

Basic course (already started at the Foreign Service Institute)

Reference grammar

Student dictionary

Reader

Description of the Cambodian orthographic system

These materials will not produce teachers but will rather produce users of the language.

Qualified personnel

Richard Noss (Foreign Service Institute)

William Shipley (University of California)

William Gedney (New York State Teachers College) - now in Ceylon

Dale Purtle

James Bostaine (Foreign Service Institute)

R. B. Jones (Cornell University)

Mrs. Joanne Gillette Hankins (P.O. Box 465, Hong Kong)

William Smalley (Valhalla, New York)

Eugénie Henderson (School of Oriental and African Studies, University of London)

VIETNAM*

Immediate needs

Vietnamese Reader - Laurence Thompson's Vietnamese Reader is ready for publication, but support is needed for typing for photo-offset.

This reader is between the elementary and intermediate levels.

Reference grammar -- preferably one that could also be used by students.

Thompson's Vietnamese Grammar (his doctoral dissertation) could be revised.

A survey and lexicography on Communist neologisms

This might be prepared as a reader with a glossary. A Chinese informant would be essential.

Vietnamese Dictionary - progress on this (by Huynh Sanh Thong) is going very slowly. About one-third has been typed for offset reproduction.

Publication recommendations

Introduction to Spoken Vietnamese (R. B. Jones and Huynh Sanh Thong), published by the ACLS (1957) is out of print. This might be revised and reprinted. The Foreign Service Institute has 10 units of a new spoken Vietnamese course.

Studies in Vietnamese (Murray Emeneau), out of print since 1954, should be reprinted.

Qualified personnel

Laurence Thompson (University of Washington)

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*See accompanying report by Laurence Thompson

R. B. Jones (Cornell University)

James Bostaine (Foreign Service Institute)

William Smalley (Valhalla, New York)

Murray Emeneau (University of California)

Jesse O. Sawyer (Oakland, California)

Roderick Hemphill

Samuel Martin (Yale University)

P. J. Honey (School of Oriental and African Studies, University of London)

Merrill Jackson

William Gage (Rochester, New York)

Nguyen Dinh Hoa (University of Saigon)

THE LANGUAGES OF INDONESIA*

Indonesian

Work in progress

A basic course in Indonesian by Isidore Dyen (now in mimeograph form) will be ready for publication upon Dyen's return from a year's field work in Indonesia.

The Foreign Service Institute has a complete course of 60 units, but they are not satisfied with it.

A reader, being prepared by John Echols, will be completed by the end of next summer, after his return from Indonesia.

The need for graded readers is a matter of debate, but Dyen regards them as very useful.

A reference grammar (Isidore Dyen) is in rough manuscript form.

A student dictionary (Echols) is now in the hands of the Cornell University Press.

The Indonesians do some good dictionary work themselves.

Other needs

There might well be a use for a colloquial dictionary, coming not entirely from printed sources but stemming as well from local oral sources.

A linguistic survey of Indonesia was recommended.

There is no need for a description of the orthographical system since the Latin alphabet is used.

Javanese

A basic course, prepared by Elinor Horne, is ready for publication by the Yale University Press. (Support for its preparation and subsidization of its publication came from the ACLS Program in Oriental Languages.)

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*See accompanying report by Isidore Dyen

Immediate needs

Graded reader to be written in traditional romanization. Mrs. Horne is willing to undertake this immediately.

Secondary needs

Reference grammar

Orthographic system to be included in the reader

It was noted that Dutch materials are inadequate, out of date, and in Dutch; but their cultural materials are better than any obtainable elsewhere at the present time.

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Minimal needs for the following languages are a reference grammar and a dictionary: (existing materials are indicated)

Sundanese A dissertation by Bryce Van Syoc (University of Michigan) was devoted to a Phonology and Morphology of Sundanese.

Madarese Alan Stevens (Yale University) is prepared to do field work on this language. Perhaps a grammar might result.

Balinese A descriptive grammar of Balinese is being prepared by Taroenawidagda Kamil at Michigan.

Achinese Jesse O. Sawyer has done a historical description of Achinese.

Batak Keith Percival (Yale University) is preparing a descriptive grammar of Batak as a doctoral dissertation.

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N. C. Scott (School of Oriental and African Languages) has published a dictionary on the language of the sea Dyak of Borneo.

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A survey of the entire area is needed. Some 200 languages have been reported. A group of Indonesian students at Indiana University are writing grammars of their native languages.

Qualified personnel

Gerald E. Williams (Cornell University) - now in Indonesia

Isidore Dyen (Yale University)

Rufus Henden (Foreign Service Institute)

John Echols (Cornell University)

Denzel Carr (University of California)

Joseph Harter (Foreign Service Institute)

Catherine Clardy (Foreign Service Institute) - now in Indonesia

Bryce Van Syoc (University of Michigan)

Elinor Horne (New Haven, Connecticut) - Javanese

Jesse Sawyer (Oakland, California)

Alan Stevens (Yale University)

John Wolff (Yale University)

Keith Percival (Yale University) - Batak

Gloria Bineth (Cornell University) - Murra

Norbert Ward

Ross MacDonald (Resident Consultant to the Government of Indonesia, English Language Teacher Training Program in Indonesia)

Sheldon Wise (Robert College, Istanbul, Turkey)

Matthew Charles (Lecturer on the English Language, Perguruan Tinggi Pendidikan Guru Malang, Djalan Tumapeli, Malang, Indonesia)

Peter Goebels

De Heera

C. Hooykaas (School of Oriental and African Studies, University of London)

The Philippines*

Immediate needs

Basic course in Tagalog with accompanying tapes

The Philippine Center for Language Study (UCLA-connected) is interested in preparing such a course.

Reference grammar of Tagalog

Tagalog-English and English-Tagalog Dictionary

Qualified personnel

Harold C. Conklin (Columbia University)

Robert Stockwell (UCLA)

Clifford H. Prator (UCLA)

Paul Garvin (Georgetown University)

Catherine Clardy (Foreign Service Institute) - Indonesia

William H. Jacobsen, Jr. (University of California)

George Grace (Northwestern University)

*See accompanying paper by Harold C. Conklin

MALAY

The needs for Malay are the same as those for Indonesian: a basic course, a graded reader, a reference grammar, and a student dictionary. These should be undertaken immediately on the basis of materials prepared for Indonesian.

Qualified personnel

Isidore Dyen (Yale University)

Rufus Hendon (Foreign Service Institute)

Denzel Carr (University of California)